

DOCUMENT RESUME

ED 438 399

CE 079 683

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TITLE Career Assessment with Special Populations: A Survey of National Experts.
PUB DATE 1999-12-13
NOTE 16p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; Career Counseling; *Career Education; Career Exploration; Career Guidance; *Counseling Techniques; Counselor Attitudes; *Evaluation Methods; Interest Inventories; Measurement Techniques; National Surveys; Occupational Tests; Postsecondary Education; Secondary Education; *Special Needs Students; Tables (Data); *Vocational Evaluation; Vocational Interests
IDENTIFIERS *Career Assessment; *Career Assessment Instruments

ABSTRACT

A sample of 16 national experts on career assessment from many geographic areas of the country and different professional roles were surveyed to identify those career assessment instruments that are most used, or most likely to be useful, with special populations. In round 1 of the survey, the experts nominated 93 instruments, including 27 that were nominated by at least 3 experts. In round 2, the experts rated 26 of the nominated instruments. The most frequently nominated instruments were the Career Occupational Preference System (COPS) and Self-Directed Search (SDS). Six of the 16 experts included the COPS and SDS on their list. The Center for Innovative Teaching Experiences (CITE) Learning Styles Inventory received the greatest number of high ratings, followed by the COPS, Life Centered Career Education Battery, Transition Planning Inventory, Career Ability Placement Survey, and Wide Range Interest-Opinion Test. The national experts expressed considerable differences of opinion about many instruments; even the highest-rated instruments were rated low by some experts. (The five attached tables, which together constitute approximately 70% of the document, list the instruments nominated in round 1 and provide the following information for the 26 instruments rated in round 2: name, rating, description, and publisher name and address.) (MN)

Career Assessment with Special Populations: A Survey of national Experts

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**Paper presented at the annual meeting of the Association of Career and Technology
Education, Orlando, FL, December 13, 1999.**

Background

To work effectively with students with disabilities and disadvantages to develop Individual Educational Plans (IEP's) and Individual Transition Plans (IEP's), it is necessary to use appropriate career assessment instruments. In order for guidance personnel to exercise good professional judgment concerning which instruments to utilize to assist students with their career decision making, trustworthy information about these instruments is imperative. One source of information that could be very useful for these purposes is the NCDA publication: A Counselor's Guide to Career Assessment Instruments (Kapes, Mastie, & Whitfield, 1994).

The 1st edition of A Counselor's Guide was published in 1982, and the 2nd edition in 1988 by the National Career Development Association (NCDA). The 3rd edition, which was released in November 1994, contains approximately 150 more pages than the previous edition (500 vs. 350) and reviews or briefly describes almost 300 instrument. All three editions of the Guide have included extensive information about instruments useful with special populations.

The purpose of this presentation is to describe the results of a recent survey of national experts concerning which career assessment instruments are most used, or likely to be useful, with special populations. The purpose of this survey was to obtain information necessary to revise the third edition of A Counselor's Guide. This paper reports the results of the survey in regards to the instruments nominated along with use ratings for the most prominent instruments. Also, brief descriptions of the most prominent instruments are presented in easy to read tables as well as the information necessary to contact the publisher.

Method

A total of 16 national experts from many geographic areas of the country and different professional roles were asked to first nominate instruments that were currently being frequently used with special populations, as well as new instruments that they believed would be frequently used in the future. After the initial list was generated, the experts were asked to rate all instruments that received at least three nominations according to high (3), moderate (2) and low (1) use based upon their knowledge of past use and opinions of future use.

The entire list of nominated instruments as well instrument ratings from the second round of the survey are presented in table format. The list of nominated instruments includes instrument names as provided by the individual panel members, instrument acronyms, and number of times nominated. The use rating tables include the instrument name, number of high (3) ratings; mean (M) ratings based upon those raters with enough information to rate the instrument; mean ratings for all raters scoring missing ratings as low (1); and the individual ratings of all 16 panel members. Use ratings are presented in both alphabetical and frequency of high (3) ratings order.

Results

As can be seen from Table 1, there were a total of 93 instruments nominated by the panel of 16 national experts, while the average number of nominations per expert was approximately 11. A total of 27 instruments were nominated by at least three (3) experts, but only 26 were included in the second round of the survey since computer-based guidance systems were excluded because they include much more than career assessments. The most frequently nominated instruments were the COPS and SDS with six (6) out of 16 experts including them on their list. Of the 93 instruments nominated,

over half (50) were nominated by only one expert, providing evidence of the diversity of instrument use in different settings and regions of the country.

Tables 2 and 3 present the panel's ratings of the 26 instruments from the second round of the study in alphabetical order (Table 2), as well as by the frequency of high use (Table 3). The Learning Styles Inventory-CITE received the most (10) high ratings from the 16 experts followed by the COPS, LCCE, TPI, CAPS, WRIOT, SSSQ, SDS, APTICOM, SAGE, ARC-SDS, BLSI, LSI-Price, OASIS, RFVII, and JOB-O with at least four high ratings. While the rankings by number of high (3) versus 3,2,1 ratings differ slightly, they are in substantial agreement. An examination of the ratings of each of the 16 national experts demonstrates that there is considerable differences of opinion with even high rated instruments being rated low (1) or not enough information (?) by some experts.

For the 26 instruments selected by the panel, Table 4 presents publisher information, references to reviews of the instruments, if there are any, and a brief description. Table 5 lists all of the publishers of the 26 instruments including their postal addresses, phone numbers, web sites, and email addresses.

Implications

The results of the survey is being used to determine instruments to be included in the 4th edition of A Counselor's Guide, which is scheduled to be published in 2000 by the National Career Development Association (NCDA). Participants in the Grand Carousel presentation are encouraged to make content or format suggestions about the Guide to make it more useful to counselors and others educators who use career assessments with special populations. Additional information about career assessment instruments useful with special populations can be obtained from the 3rd edition of the Guide available from NCDA, or by contacting the authors.

Table 1

Career Assessment Instruments Nominated by a Panel of National Experts for Use with Special Populations:
Sorted Alphabetically.

Instrument Name	Acronym	#
Applicant Review	AR	1
APTICOM	APTICOM	4
Aptitude Based Career Decision/Interest Based Career Decision	ABCD/IBCD	2
ARC Self-Determination Scale	ARC SDS	4
Armed Services Vocational Aptitude Battery	ASVAB	2
Barsch Learning Styles Inventory-Revised	BLSI-R	1
Becker Work Adjustment Profile	BWAP	1
Behavior Rating Scale	BRS	1
Bennett Mechanical Comprehension Test	BMCT	1
Brigance Employee Skills Inventory	BESI	3
Brigance Life Skills Inventory	BLSI	3
Career Ability Placement System	CAPS	4
Career Assessment Battery	CAB	1
Career Assessment Inventory	CAI	3
Career Assessment Survey Exploration	CASE	2
Career Compus	CC	1
Career Exploration Inventory	CEI	1
Career Game	CG	1
Career Interest Inventory	CII	1
Career Occupational Preference System	COPS	6
Career Profile Assessment	CPA	1
Career Scope	CS	1
Career Survey	CS	1
Career Targets	CT	1
COIN Basic Skills and Career Interest Survey	COIN	1
Community Based Vocational Assessment	CBVA	1
Computer-Based Guidance System	CHOICES/DIS/SIGI	3
Differential Aptitude Test	DAT	1
Diversity Awareness	DA	1
Edmonds Learning Style Identifiable Exercise	ELSIE	1
Endorale Seversen Transition Rating Scale	ESTRS	3
Functional Assessment Inventory	FAI	1
Functional Vocational Checklist	FVC	1
Functional Assessment in the Work Place	FAWP	1
General Aptitude Test Battery	GATB	3
Harrington O'Shea Career Decision Making System	HOS CDM	4
Illinois Workplace Skills Assessment	IWSA	2
Industrial Reading Test	IRT	1
Interest, Determination, Exploration, and Assessment System	IDEAS	3
Interest, Learning Styles and Aptitude Vocational Assessment	ILA	1
Judgement of Occupational Behavior-Orientation	JOB-O	3
Kuder General Interest Survey	KUDER E	2
Learning Ability Profile	LAP	1
Learning Strengths: Tempo, Rhythm, Mode	LS:TRM	1
Learning Styles and Strategies Inventory	LASSI	2
Learning Styles Inventory - CITE	LSI - CITE	3
Learning Styles Inventory - Price	LSI-P	1
Learning/Working Styles Inventory - Piney Mt.	LSI-PM	4
Life Centered Career Education Battery	LCCE	4

Note: Instrument names are listed as they were provided by the panel members. Some instruments listed may not be commercially available. The # column indicates the number of times nominated.

Table 1

Career Assessment Instruments Nominated by a Panel of National Experts for Use with Special Populations:
Sorted Alphabetically.

Instrument Name	Acronym	#
Manson Evaluation-Revised	ME-R	1
McCarron-Dial System	MDS	2
Microcomputer Evaluation and Screening Assessment	MESA	1
NASSP Learning Styles Profile	NASSP - LSP	2
Occupational Aptitude Survey and Interest Schedule	OASIS	5
Ohio Vocational Interest Survey	OVIS	2
Personal Skills Map	PSM	1
Pictorial Inventory of Careers	PIC	3
Prevocational Assessment Exploration System	PAES	2
Program for Assessing Youth Employment Skills	PAYES	1
Project Discovery	DISCOVERY	1
Quality of Student Life Questionnaire	QSLQ	2
Reading-Free Vocational Interest Inventory	RFVII	5
Responsibility and Independence Scale for Adolescents	RISA	1
Scale of Individual Behavior - Revised	SIB-R	1
Self-Directed Search	SDS	6
Skills Assessment Module	SAM	3
Social Skills Rating Form	SSRF	1
Special Prevocational Information Battery	SPIB	2
Street Survival Skills Questionnaire	SSSQ	3
Strong Interest Inventory	SII	2
Student Vocational Profile	SVP	1
Survey of Personal Values	SPV	1
System for Assessment and Group Evaluation	SAGE	3
Talent Assessment Program	TAP	3
Test for Everyday Learning	TEL	1
Transition Behavior Scale	TBS	3
Transition Planning Inventory	TPI	3
Transition Skills Inventory	TSI	1
VALPAR Component Work Sample System	VALPAR	2
Vocational Adjustment Employer Assessment	VAEA	1
Vocational Assessment Inventory	VAP	1
Vocational Interest Profile Report	VIPR	1
Vocational Research Interest Inventory	VRII	2
Vocational Training Inventory and Exploration Survey	VOC-TIES	2
Walk-McConnell System	WMS	1
Wide Range Interest-Opinion Test	WRIOT	5
Wisconsin Career Information System	WCIS	1
Work Adjustment Scale	WAS	1
Work Attitude Inventory	WAI	1
Work Personality Profile	WPP	1
Work Potential Profile	WPP	1
Work Readiness Profile	WRP	1
Work Values Inventory	WVI	1

Note: Instrument names are listed as they were provided by the panel members. Some instruments listed may not be commercially available. The # column indicates the number of times nominated.

Table 2
Use Ratings for Career Assessment Instruments by a Panel of National Experts: Sorted Alphabetically

INSTRUMENT	#	M 3,2,1	M ALL	Raters															
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
C Self-Determination Scale (ARC SDS)	4	2.08	1.88	1	1	2	2	?	2	3	2	3	2	3	3	?	?	2	1
TICOM	5	2.06	2.06	3	2	2	3	2	2	2	2	3	1	2	1	1	3	3	1
ngance Life Skills Inventory (BLSI)	4	2.00	1.88	2	1	2	1	3	3	2	2	2	3	1	3	1	?	?	2
reer Ability Placement Survey (CAPS)	7	2.31	2.31	2	3	3	2	3	2	1	1	2	2	3	2	3	3	2	3
reer Assessment Inventory (CAI)	3	1.86	1.75	3	2	3	2	?	1	3	1	1	2	2	2	1	?	2	1
reer Occupational Preference Inventory (COPS)	8	2.50	2.50	2	3	2	3	3	2	2	2	3	2	3	2	3	3	2	3
derede Seversen Transition Rating Scale (ESTRS)	3	1.92	1.69	1	1	2	3	?	2	3	?	2	2	1	2	?	?	3	1
neral Aptitude Test Battery (GATB)	2	1.60	1.56	3	1	1	2	?	1	3	1	1	1	2	2	1	2	2	1
rrington O'Shea Career Decision Making System (HOS CDM)	3	1.79	1.69	1	3	3	2	?	1	1	3	2	2	2	1	1	?	2	1
erest, Determination, Exploration, & Assessment System (IDEAS)	2	1.73	1.50	1	1	2	?	?	1	2	?	?	2	1	3	3	?	2	1
gement of Occupational Behavior-Oriented (JOB-O)	4	1.79	1.69	1	1	2	?	2	1	1	3	?	1	2	1	3	3	3	1
arning Styles Inventory (Price)	4	2.00	1.75	1	1	2	2	?	2	?	1	?	?	3	2	3	3	3	1
arning Styles Inventory (CITE)	10	2.56	2.56	2	2	2	3	3	3	2	2	3	3	3	3	3	3	3	1
arning/Working Styles Inventory (Piney Mt)	2	1.87	1.81	1	2	2	3	2	1	2	2	2	1	2	2	2	?	3	1
Centered Career Education Battery (LCCE)	8	2.50	2.31	3	2	2	?	2	2	3	3	2	3	3	3	?	3	3	1
cupational Aptitude Survey and Interest Schedule (OASIS)	4	1.93	1.81	2	1	3	1	?	2	2	1	2	2	3	3	1	?	3	1
ctorial Inventory of Careers (PIC)	2	1.63	1.63	1	1	2	2	2	1	1	2	1	1	1	2	1	3	3	2
ading-Free Vocational Interest Inventory (RFVII)	4	1.87	1.81	2	1	2	3	3	1	1	2	2	2	1	1	1	?	3	3
stem for Assessment and Group Evaluation (SAGE)	5	1.92	1.75	2	1	1	3	?	1	3	?	3	1	2	1	3	?	3	1
lf Directed Search (SDS)	5	2.14	2.00	1	2	2	2	?	3	3	3	2	3	3	2	1	?	2	1
ills Assessment Module (SAM)	3	1.60	1.56	2	1	1	1	1	1	3	1	2	1	1	1	2	?	3	3
cial & Pre-vocational Information Battery (SPIB)	1	1.73	1.69	2	1	2	2	2	1	2	1	1	2	2	3	1	?	2	2
reet Skills Survival Questionnaire (SSSQ)	6	2.13	2.13	1	1	2	2	3	2	3	1	2	3	3	2	1	2	3	3
alent Assessment Program (TAP)	1	1.60	1.56	2	1	1	1	2	1	2	2	2	1	1	2	2	?	3	1
ransition Planning Inventory (TPI)	7	2.50	2.13	2	1	2	3	?	3	3	2	?	3	3	3	?	?	3	2
ide Range Interest-Opinion Test (WRIOT)	6	2.20	2.13	3	2	1	2	3	1	1	2	2	3	2	3	2	?	3	3

ote. Rating scale based upon 3 = Most Used, 2 = Somewhat Used, 1 = Least Used, ? = Not Enough Information. Summary columns include: #3 = Number of 3 ratings,

M-3,2,1 = Mean ratings with ? omitted, M-All = Mean rating computed with ? scored as 1. The rating does not indicate which instruments are best, only their frequency of use.

Table 3
Use Ratings for Career Assessment Instruments by a Panel of National Experts: Sorted by # of 3's, then by M-3,2,1's

INSTRUMENT	#	M	M	Raters															
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Earning Styles Inventory (CITE)	10	2.56	2.56	2	2	2	3	3	3	2	2	3	3	3	3	3	3	3	1
Career Occupational Preference Inventory (COPS)	8	2.50	2.50	2	3	2	3	3	2	2	2	3	2	3	2	3	3	2	3
Life-Centered Career Education Battery (LCCE)	8	2.50	2.31	3	2	2	?	2	2	3	3	2	3	3	3	?	3	3	1
Transition Planning Inventory (TPI)	7	2.50	2.13	2	1	2	3	?	3	3	2	?	3	3	3	?	?	3	2
Career Ability Placement Survey (CAPS)	7	2.31	2.31	2	3	3	2	3	2	1	1	2	2	3	2	3	3	2	3
Wide Range Interest-Opinion Test (WRIOT)	6	2.20	2.13	3	2	1	2	3	1	1	2	2	3	2	3	2	?	3	3
Street Skills Survival Questionnaire (SSSQ)	6	2.13	2.13	1	1	2	2	3	2	3	1	2	3	3	2	1	2	3	3
Self-Directed Search (SDS)	5	2.14	2.00	1	2	2	2	?	3	3	3	2	3	3	2	1	?	2	1
ATCOM	5	2.06	2.06	3	2	2	3	2	2	2	2	3	1	2	1	1	3	3	1
System for Assessment and Group Evaluation (SAGE)	5	1.92	1.75	2	1	1	3	?	1	3	?	3	1	2	1	3	?	3	1
ARC Self-Determination Scale (ARC SDS)	4	2.08	1.88	1	1	2	2	?	2	3	2	3	2	3	3	?	?	2	1
Adaptance Life Skills Inventory (BLSI)	4	2.00	1.88	2	1	2	1	3	3	2	2	2	3	1	3	1	?	?	2
Earning Styles Inventory (Price)	4	2.00	1.75	1	1	2	2	?	2	?	1	?	?	3	2	3	3	3	1
Occupational Aptitude Survey and Interest Schedule (OASIS)	4	1.93	1.81	2	1	3	1	?	2	2	1	2	2	3	3	1	?	3	1
Reading-Free Vocational Interest Inventory (RFVII)	4	1.87	1.81	2	1	2	3	3	1	1	2	2	2	1	1	1	?	3	3
Judgement of Occupational Behavior-Oriented (JOB-O)	4	1.79	1.69	1	1	2	?	2	1	1	3	?	1	2	1	3	3	3	1
Ederele Seversen Transition Rating Scale (ESTRS)	3	1.92	1.69	1	1	2	3	?	2	3	?	2	2	1	2	?	?	3	1
Career Assessment Inventory (CAI)	3	1.86	1.75	3	2	3	2	?	1	3	1	1	2	2	2	1	?	2	1
Harrington O'Shea Career Decision Making System (HOS CDM)	3	1.79	1.69	1	3	3	2	?	1	1	3	2	2	2	1	1	?	2	1
Skills Assessment Module (SAM)	3	1.60	1.56	2	1	1	1	1	1	3	1	2	1	1	1	2	?	3	3
Earning/Working Styles Inventory (Piney Mt)	2	1.87	1.81	1	2	2	3	2	1	2	2	2	1	2	2	2	?	3	1
Interest, Determination, Exploration, & Assessment System (IDEAS)	2	1.73	1.50	1	1	2	?	?	1	2	?	?	2	1	3	3	?	2	1
Inventory of Careers (PIC)	2	1.63	1.63	1	1	2	2	2	1	1	2	1	1	1	2	1	3	3	2
General Aptitude Test Battery (GATB)	2	1.60	1.56	3	1	1	2	?	1	3	1	1	1	2	2	1	2	2	1
Social & Pre-vocational Information Battery (SPIB)	1	1.73	1.69	2	1	2	2	2	1	2	1	1	2	2	3	1	?	2	2
Talent Assessment Program (TAP)	1	1.60	1.56	2	1	1	1	2	1	2	2	2	1	1	2	2	?	3	1

te. Rating scale based upon 3 = Most Used, 2 = Somewhat Used, 1 = Least Used, ? = Not Enough Information. Summary columns include: #3 = Number of 3 ratings, M-3,2,1 = Mean ratings with ? omitted, M-All = Mean rating computed with ? scored as 1. The rating does not indicate which instruments are best, only their frequency of use

File 4
 of Descriptions of 26 Selected Career Assessment Instruments Useful with Special Populations.

<i>Name of Test/Publisher/Date/Population</i>	<i>Reference(s)</i>	<i>Brief Description</i>
ARC Self-Determination Scale (ARC-SDS) The Council for Exceptional Children 1995 Adolescents - Special Populations		Designed to provide data on 4 characteristics of self-determination, as well as overall self-determination. Contains 72 items divided into 4 sections: global self-determination, autonomy, self-regulation, psychological empowerment, & self-awareness. Self-report format.
Apticom Vocational Research Institute 1985 Adolescents to Adults - 4 th grade reading level	CG2.3	Uses dedicated microcomputer to administer 3 types of assessment batteries: Aptitude, Interest, & Educational Skills Development. Computer scores assessment batteries & synthesizes aptitude and interest scores. Results identify job families consistent with DOL's job matching constructs. Replaced by Career Scope.
Brigance Life/Employability Skills Inventories Curriculum Associates, Inc. 1995 High School to Adult	T5.341 AT	Assesses life & employability skills. Life Inventory is a criterion-referenced instrument yielding scores in areas such as: food, clothing, & health. Employability Inventory consists of 1400 items divided into 6 subtests, such as: Career Awareness & Understanding, Job Seeking & Knowledge, & Reading Skills.
Career Ability Placement Survey (CAPS) EdITS/Educational and Industrial Testing Service 1976 - 94 Junior High School to Adults	T5.395	Measures abilities keyed to the 14 COPS System Career Clusters. Consists of 8 five minute subtests: Mechanical Reasoning, Spatial Relations, Word Knowledge, Numerical Ability, Language Usage, Perceptual Speed & Accuracy, Verbal Reasoning, & Manual Speed & Dexterity. Audiotape instructions available.
Career Assessment Inventory (CAI) NCS Assessments 1978-86 High School to Adult	CG3 MY11.59 TC9.36 T5.398	Measures occupational interests. Available in 2 versions: Enhanced (EV) & Vocational (VV). Enhanced has occupations with various post-secondary requirements. Both consist of 3 categories: General Theme, Basic Interest Areas, & Occupational. Scores yield a graphic profile. Computer version available.
Career Occupational Preference System Interest Inventory (COPS) EdITS/Educational and Industrial Testing Service 1982-92 Grade 7 to Adult	CG2.3 T5.424 MY8.992	Measures occupational interests to assist in career decision making. Consists of a 168 item list of job activities tied to 14 career clusters. Five of the scales are divided into professional & skilled levels: science, technology, business, arts, & service. Other scales include: consumer economics, outdoor, clerical, & communication. Results are keyed to DOT and occupational information.
Severson Transition Rating Scales (ESTRS) Practical Press 1991 Ages 14 to 21 with a Disability	AT	Designed to provide information concerning transition for individuals with disabilities. Form J for students with mild disabilities consists of 84 items. Form R for students with moderate to severe disabilities consists of 136 items. Both forms consist of 5 subscales, such as: jobs and job training & home living.
General Aptitude Test Battery (GATB) North Carolina ONET Center 1982 Ages 16 to Retirement	CG1.2,&3 TC5.150 T5.1015	Designed to measure vocational aptitudes. Consists of 12 subtests measuring 9 aptitudes that can be related to 59 Occupational Aptitude Patterns. Subtests include: Name Comparison, Mark Making, Vocabulary, Tool Matching, & Form Matching. Currently under revision & will be renamed the Ability Profiler.
Harrington O'Shea Career Decision Making System (CDM-R) American Guidance Service, Inc. 1976-93 Grade 7 to Adult	MY12.178 MY10.136 TC1.322 T5.1177	Provides an assessment of career interests based on Holland's 6 types. Level 1 consists of 96 items. Level 2 consists of 120 items. Individual selects: Like, Can't Decide, or Dislike. Raw scores used to designate the 2 highest scoring career interest areas. Scores can be entered into the GIS system. Hand or machine scored. Available in Spanish.
Interest, Determination, Exploration & Assessment System (IDEAS) NCS Assessments 1977-90 Junior High School to Adult - Special Populations	CG2.3 MY9.516 TC10.309 TC6.252	Designed to measure interests in 16 categories, such as: mechanical/fixing, child care, mathematics, science, medical, nature/outdoors, community service, food service, creative arts, writing, & protective services. Consists of 128 items presented in a 5-point Likert Scale format. Examinees score & graph the results. Test results can be related to the DOT. Available in Spanish.
Judgement of Occupational Behavior-Orientation (JOB-O) CFKR Career Materials, Inc. 1978-93 Grade 4 to Adults	MY12.200 MY10.160 MY9.560 CG1 T5.1350	Uses a 9-item questionnaire to yield 9 scores: education, interest, inclusion, control, affection, physical activity, hands/tool/machinery, problem solving, and creating ideas. Scores are compared to 120 job titles. Designed to emphasize job awareness and promote job exploration. Three versions: grades 4-6, 7-10, and 10-adult.
Learning Styles Inventory Price Systems, Inc. 1976-96 Grades 3 to 12 - Special Populations	MY13.180 MY11.203 TC6.308 T5.1470	Designed to assess individuals learning preferences in the following areas: socio-logical needs, immediate environment, emotionality, & physical needs. Computerized summary of results is provided with suggested strategies for instructional and environmental alternatives to individual's learning situation.

Ref - refers to descriptions or references to reviews published in Tests (T4), Tests in Print V (TP5), Mental Measurements Yearbooks (MY8 to MY13), A Counselor's Guide to Career Assessment Instruments (CG1 to CG3), Test Critiques (TC2 to TC10), or Assessment for Transition Planning (AT).

Table 4
of Descriptions of 26 Selected Career Assessment Instruments Useful with Special Populations.

<i>Name of Test/Publisher/Date/Population</i>	<i>Reference(s)</i>	<i>Brief Description</i>
Learning/Working Styles Inventory Piney Mountain Press, Inc. 1998 Junior High School to Adult	MY12:218 T5:1476	Designed to assess learning & working styles using a video presentation in conjunction with the inventories. Style factors assessed include: visual, social, oral, design, temperature, & outdoors/indoors. Computer printouts provide graphical representation of students learning style. Can be administered by computer.
Life-Centered Career Education Batteries (LCCE) Council for Exceptional Children 1992 Grades 7 to 12 – Special Populations	AT	Career Education Battery is curriculum-based consisting of 200 multiple-choice questions designed to assess career education knowledge. Competency Assessment Performance Battery is criterion-referenced & designed to assess critical life skills. Responses are both open-ended & actual performance activities.
Occupational Aptitude Survey & Interest Schedule-2 (OASIS-2) PRO-ED 1983-91 Junior High School to High School	CG2,3 MY12:263 TC10:488 T5:1817	Designed to identify aptitudes & interests relevant to careers. Aptitude Survey consists of 5 subtests: Vocabulary, Computation, Spatial Relations, Word Comparison, & Making Marks, yielding 6 scores. The Interest Schedule consists of 240 items yielding 12 interest factor scores, including: artistic, mechanical, protective, nature, business detail, selling, & industrial. Machine or hand scored.
Pictorial Inventory of Careers (PIC) Talent Assessment, Inc. 1992 Middle School to Adult – Special Populations	CG2,3	Reading-free instrument measuring vocational interests. Consists of 119 scenes showing vocational-technical careers in 17 vocational clusters. Available for on-level students or special populations. Report format includes: job preferences, career areas, job titles to explore, & vocational programs to consider.
Reading-Free Vocational Interest Inventory (RFVII) Elbern Publications 1988 Ages 13 to Adult – Special Populations	CG2,3 MY11:327 TC2:627	Designed to assess vocational interests using pictorial line drawings. Consists of 165 item triads resulting in scores for 11 interest areas, such as: automotive, building trades, animal care, laundry service, materials handling, patient care, personal service, horticulture, & food services. Currently under revision.
Self-Directed Search (SDS) Psychological Assessment Resources, Inc. 1994 Junior High School to Adult	CG2,3 MY13:281 MY10:330	Self-administered & designed to determine interests. Yields scores are Holland's 6 RIASEC types. Top 3 raw scores comprise the individual's Holland code. Available in 3 levels: Form E for limited reading skills, Form R for high school, college, & Adult, & Form CP for college & adult.
Self-Assessment Module (SAM) Piney Mountain Press 1981-92 Age 13 to 18 – Special Populations	CG2,3 MY11:364 T5:2421	Assesses general aptitude, specific work behavior, & learning styles via 3 paper/pencil tests & 12 work samples, such as: Digital Discrimination, Motor Coordination, Clerical/Numerical, Following Written Instructions, Finger Dexterity, Manual Dexterity, Form Perception, & Following Diagrammed Instructions.
Social & Prevocational Information Battery (SPIB) CTB McGraw Hill 1975-86 Grade 6 to Adults – Mildly Retarded	CG2,3 MY9:1147 TC8:984	Designed to assess knowledge/life skills. Consists of 277 items that provide scores in 9 areas: job search skills, job related behavior, banking, budgeting, purchasing, home management, physical care, hygiene & grooming, & functional signs. Items read aloud by administrator & recorded in the booklet.
Street Survival Skills Questionnaire (SSSQ) McCarron-Dial Systems, Inc. 1978-93 Age 9 to Adult – Low Functioning Individuals	MY11:6 TC9:526	Designed to measure independent living skills & functional impairment. Items are presented orally. Scores provided on 9 scales, such as: functional signs, tools, domestic management, public services, & time. Objectives, strategies & activities provided for teaching the skills measured.
System for Assessment and Group Evaluation (SAGE/Compute-A-Match) PESCO, Intl. 1980-86 Age 15 to Adults – Special Populations, Displaced Workers	T3:806 CG2	Matches aptitudes, educational level, attitudes, & temperament of individuals to jobs & training. Composed of 5 separate components: vocational aptitude battery, vocational interest inventory, measurement of general educational development, assessment of attitudes toward others in working environment, & assessment of temperament. Computer-based. Replaced by PESCO 2001.
Talent Assessment Program (TAP) Talent Assessment, Inc. 1988 Middle School to Adult – Vocationally Handicapped	CG1,3	Reading-free assessment of functional aptitudes. Consists of 10 hands-on tests, such as: Form Perception, Ability to Follow Patterns, Color Discrimination, & Tactile Discrimination. Results are compiled into a profile that can be compared to job requirements in the DOT and OOH.
Transition Planning Inventory (TPI) PRO-ED 1997 Age 9 to Adult – Low Functioning Individuals	T5:2780 AT	Designed to identify transitional needs of students. Consists of 3 forms with 46 items each to be completed by the student, guardian, & school personnel. Student form also has 15 open-ended questions. A comprehensive resource list, 600 transition goals, & materials to create a functional portfolio are also included.
Wide Range Interest Opinion Test (WRIOT) Jastak Associates, a Division of Wide Range, Inc. 1979-83 Ages 5 to Adult	CG1&3 MY9: TC4:673 T5:2882	Designed to measure interests and attitudes. Consists of 150 sets of pictures yielding results in 18 interest clusters divided into 7 categories, such as: sports, business, services, & sciences. Scores are also given on 8 opinion & attitude scales, such as: risk, ambition, & agreement. Currently under revision.

Ref - refers to descriptions or references to reviews published in Tests (T4), Tests in Print V (TP5), Mental Measurements Yearbooks (MY8 to MY13), A Counselor's Guide to Career Assessment Instruments (CG1 to CG3), Test Critiques (TC2 to TC10), or Assessment for Transition Planning (AT).

Table 5

Publisher's Information for Selected Career Assessment Instruments Useful for Special Populations.

American Guidance Service, Inc.

4201 Woodland Road
Circle Pines, MN 55014-1796
800-328-2560
<http://www.agsnet.com/>
E-Mail: agsmail@agsnet.com

Council for Exceptional Children

1920 association Drive
Reston, VA 20191-1589
(703) 620-3660
(703) 264-9451 (LCCE)
<http://www.cec.sped.org/>
E-Mail: cfkrcm@foothill.net

Curriculum Associates

PO Box 2001
North Billerica, MA 01862
800-225-0248
<http://www.curriculumassociates.com/>
E-Mail: jeanm@curriculumassociates.com

Elbern Publications

P. O. Box 09487
Columbus OH 43209
(614) 235-2643
No Web Page
No E-mail

NCS Assessments

O. box 1416
Minneapolis MN 55440
800-627-7271
<http://assessments.ncs.com/>
E-Mail: assessment@ncs.com

CFKR Career Materials, Inc.

11860 Kemper Road, Unit 7
Auburn, CA 95603
(800)-525-5626
<http://www.cfkr.com/>
E-Mail: cfkrcm@foothill.net

CTB McGraw Hill

20 Ryan Ranch Road
Monterey, CA 93940
(800) 538-9547
<http://www.ctb.com/>
E-Mail: tmsupport@ctb.com

Educational and Industrial Testing Service

P.O. Box 7234
San Diego, CA 92167
800-416-1666
<http://www.edits.net/index2.htm>
E-Mail: edits@k-online.com

McCarron-Dial Systems

PO Box 45628
Dallas, TX 75245
(972) 247-5945
(214) 634-2863
<http://www.mccarrondial.com/>
E-Mail: mds@mccarrondial.com

North Carolina ONET Center

700 Wade Ave
Raleigh, NC 27605
919-733-2790
<http://www.Onetcenter.org>
E-Mail: o*net@esc.state.nc.us

Table 5

Publisher's Information for Selected Career Assessment Instruments Useful for Special Populations (continued).

PESCO International

21 Paulding Street
Pleasantville, N. Y. 10570
800-431-2016
Attn: Charles Kass
<http://www.pesco.org>
E-Mail: Ckass96219@aol.com

Practical Press

P. O. 455
Moorehead, MN 56561
218-233-2842
<http://www.practicalpress.net/>
E-Mail: ppress@practicalpress

Pro-Ed, Inc.

8700 Shoal Creek Blvd
Austin, TX 78757
512-451-3246
Attn: Nils Pearson
<http://www.proedinc.com>
E-Mail: info@proedinc.com

Talent Assessment, Inc.

P.O. Box 5087
Jacksonville, Florida 32247-5087
800-634-1472
Attn: Ben Borden
<http://users.leading.net/~talent>
E-Mail: talent@leading.net

Wide Range, Inc.

P. O. Box 3410
Wilmington, DE 19804-4184
(302) 658-4184
800-221-9728
Attn: Jean McWatters
<http://www.widerange.com/>
E-Mail: widerange@widerange.com

Piney Mountain Press, Inc.

P. O. Box 333
Cleveland, Ga 30528
800-255-3127
Attn: Cliff Rice, Pres.
<http://www.careernetworks.com>
E-Mail: cyberguy@stc.net

Price Systems, Inc.

P. O. Box 1818
Lawrence, KS 66044-8818
1-800-574-4441
<http://www.learningstyle.com/>
E-Mail: learn@learningstyle.com

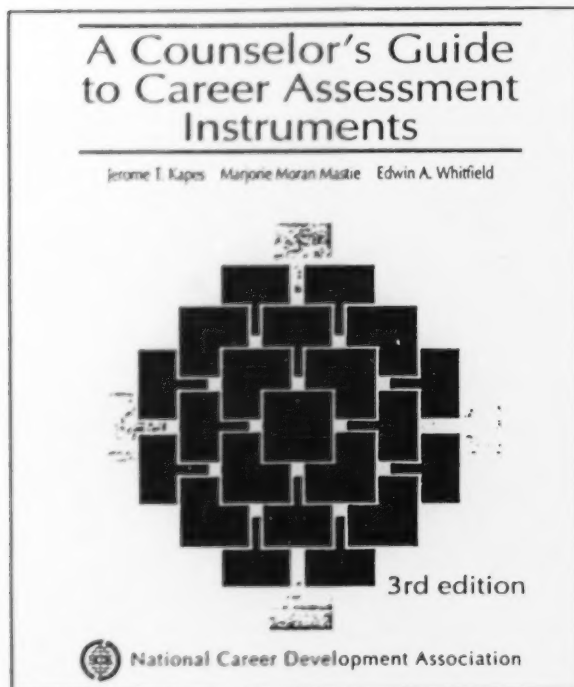
Psychological Assessment Resources (PAR)

PO BOX 998
Odessa, FL 33556
800-899-8378
<http://www.parinc.com>
E-Mail: custserv@parinc.com

Vocational Research Institute

1528 Walnut Street, Suite 1502
Philadelphia, PA 19102
800-874-5387
215-875-7387
Attn: Jeffery Harris
<http://www.vri.com>
E-Mail: info@vri.org

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